Claremont

Sixth Form Curriculum

AT CLAREMONT

PART OF

iSP International Schools Partnership

The Sixth Form at Claremont is a place of ambition, discovery and transformation - a natural progression built upon the strong foundations laid throughout our school from the earliest years. As a non-selective, co-educational community for students aged 3–18, we believe deeply in the potential of every individual, and our Sixth Form represents the moment when that potential truly begins to take shape as students prepare for life beyond school.

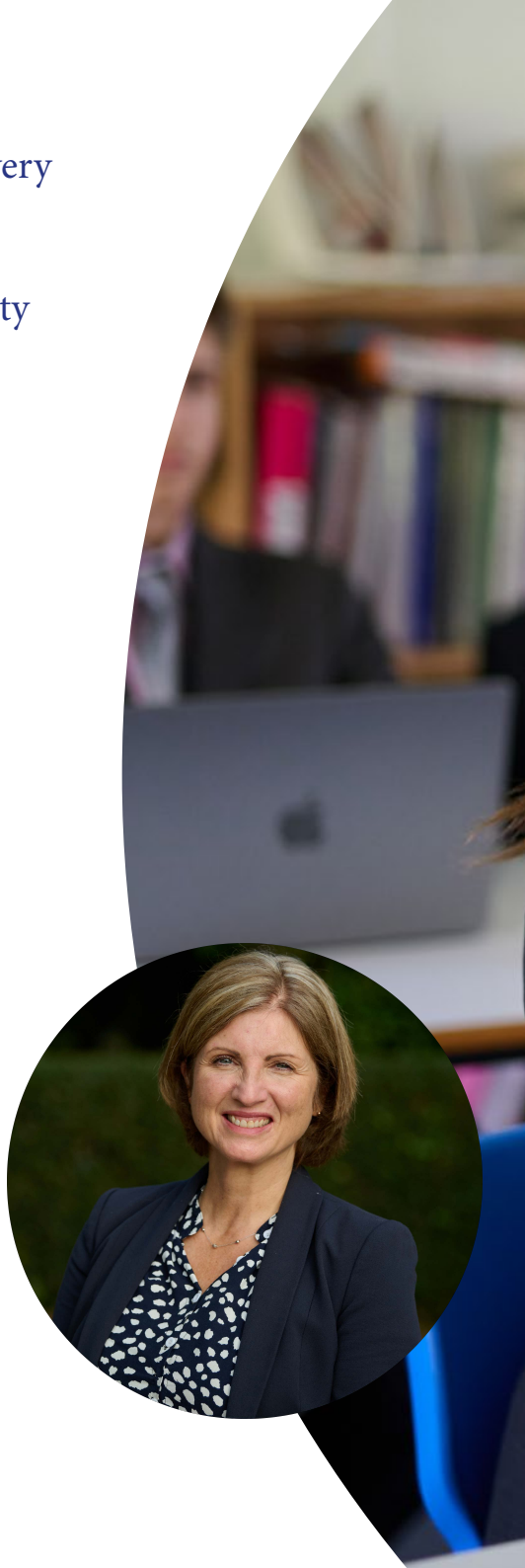
Our values and ethos sit at the heart of everything we do. We aim not only to help students achieve outstanding academic success, but also to develop the confidence, character and life skills that will enable them to thrive in an ever-changing world. Sixth Form is a time for students to think independently, lead with integrity, and discover where their passions and strengths lie. Through close relationships with teachers who know and support them well, each student's learning journey is carefully guided and personalised, ensuring they leave us prepared, self-assured and ready for their next step.

Academic excellence is a hallmark of a Claremont education, reflected in our outstanding outcomes, with 47% A*- A equivalent grades and 92% of students securing their first-choice destinations. Yet we measure success more broadly than examination results alone. We encourage students to explore their talents, embrace challenge and develop the resilience, creativity and collaboration skills that will define their futures.

Our rich Sixth Form experience extends far beyond the classroom. The A - Z Speaker Series connects students with inspiring professionals and leaders, opening doors to new ideas and possibilities. Through our global partnerships and our connection to the International Schools Partnership (ISP), students benefit from international perspectives and future pathways that prepare them for a world without boundaries. These opportunities help students understand not only what they can achieve, but who they want to become.

Whether students move on to university, a degree apprenticeship or directly into the world of work, our ambition is the same: that they leave Claremont with excellent qualifications, a strong sense of purpose and the confidence to pursue their own path. Above all, our Sixth Form is a community where young people are known, valued and inspired – a place where futures are shaped and where every student is empowered to step forward with curiosity, courage and optimism.

LEA OWEN
Deputy Principal



A PERSONALISED PATHWAY TO

Exceptional Futures

A Welcome from the Head of Sixth Form

I am delighted to welcome you to Claremont Sixth Form: a dynamic, forward looking environment where ambition is matched with outstanding support. These two years are transformational. They represent the bridge between school and university, between childhood and independence. Our vision is simple: to know every student as an individual and to design a personalised programme that enables them to thrive, academically, personally and professionally.

VICTORIA LIGGETT
Head of Sixth Form

Personalised Learning: The Right Programme for Your Child

Every student's journey is different. Whether your child is aiming for a leading university, a competitive degree apprenticeship, or direct entry into employment, we work closely with each student to design a programme that plays to their strengths and develops the skills they need for success. Our small seminar-style classes allow for meaningful discussion, expert tuition and regular individualised feedback. We combine high academic expectations with intensive support, ensuring every student is stretched and supported in equal measure.

Outstanding Academic Results

Our academic outcomes speak for themselves. 47% of grades are awarded at A or A*. These results are not accidental. They are the product of expert teaching, careful subject guidance, rigorous monitoring and truly knowing each student's learning style. We are ambitious for every learner and relentless in helping them achieve their best.

Halfway Between School and University

Sixth Form at Claremont offers the perfect balance. Students experience greater independence and flexibility than in the senior school, while benefiting from close academic monitoring and exceptional pastoral care. Every student meets one-to-one with their tutor weekly, ensuring academic progress, wellbeing and future planning remain firmly on track. We recognise that not all students arrive in Year 12 fully equipped with independent study skills. That is why all students benefit from structured study skills lessons and ongoing guidance, helping them build confidence, resilience and effective working habits.

Embedded Futures Support: 92% First Choice Destinations

Preparation for life beyond Sixth Form is embedded into everything we do. An outstanding 94% of our students progress to their first-choice destination. Our futures programme includes personalised university guidance, apprenticeship support, interview preparation, application mentoring and access to work experience opportunities. We do not simply prepare students for exams, we prepare them for their future.

Electives and Enrichment: Standing Out in a Competitive World

In an increasingly competitive landscape, academic success alone is not enough. Our carefully designed electives programme enables students to broaden their horizons, develop leadership, and enhance their applications. Opportunities include leadership roles, the Extended Project Qualification, LAMDA qualifications, Duke of Edinburgh awards, academic extension, volunteering and more. All Prefects undertake a dedicated leadership training course focused on communication, teamwork and influence, equipping our students with transferable skills that last a lifetime.

Global Opportunities Through ISP and the ILOS Programme

As part of the International Schools Partnership (ISP), our students benefit from access to the International Learning Opportunities (ILOS) programme: a unique global network connecting students across continents. Through ISP's global community, students collaborate internationally, develop intercultural understanding and build global citizenship skills highly valued by universities and employers. Recent buddy exchange experiences have seen our students travel to Morocco and Costa Rica, forming international partnerships and gaining transformative cultural insight. These opportunities extend learning beyond the classroom and position our students as confident, globally minded young adults.

A Forward-Thinking, Ambitious Community

Claremont Sixth Form is a community built on high expectations, intellectual curiosity and unwavering support. We combine academic rigour with genuine care. We challenge students to think deeply, act responsibly and aspire boldly and we stand beside them every step of the way. There is no ceiling to what your child can achieve. Our role is to ensure they leave us confident, capable and fully prepared for the next exciting chapter of their lives.

Future Pathways

The Claremont Futures team sit at the heart of the Sixth Form. Our Head of Futures works with students both on formal occasions (such as Futures week) and on a regular, ad hoc basis.

Our programme offers individualised coaching for our Sixth Formers to introduce them to the wide range of exciting opportunities open to them when they leave school. Year 12 students receive a weekly, timetabled careers and futures session and a dedicated Futures week in the summer term of year 12. Our software programme, Unifrog, guides students and parents through the complexities of the UCAS application process. In addition, the depth and breadth of apprenticeships available to school leavers has exploded in recent years, and these are promoted to students in conjunction, and alongside, universities.

Each student at Claremont has their own individual Unifrog account, giving them direct access to the world's largest database of post-16 opportunities. Students can search universities at home and abroad based on their expected grades and filter searches based on their personal requirements such as Russell Group Universities, city campuses and location. Once students select their choices, they are provided with full details of the course and university, including world rankings, employability, student satisfaction and graduate starting salary. In addition, students use Unifrog to search for live apprenticeship opportunities, international universities and MOOCS (Massive Online Open Courses).

"Become Your Best" is our mission and this approach is maintained throughout the Sixth Form with the aim of inspiring our students to pursue whichever pathway is right for them. As a school with excellent pupil:teacher ratios, we can really find out about our students on an individual level, help them identify what their ambitions are and make informed choices. All students receive individualised counselling on the UCAS process, from setting up an account through to analysing and accepting final offers. The Futures team is the first point of contact for parents, to help regularly update them on their son or daughter's application progress.

The Sixth Form team also supports alternative pathways, such as degree apprenticeships as well as international destinations. We offer bespoke advice and guidance and work closely with outside organisations to ensure the most relevant and up-to-date information is offered to our students.

Futures Week is our flagship year 12 event which covers careers coaching, UCAS visit, guest speakers and team building events with the aim of preparing our students for the world of work in the 21st century.

Our door is always open - please come and see us in action.

Academic Achievements

47%

achieve A*/A at
A Level or equivalent

92%

achieve their
first choice destination

48%

of UK destinations are
Russell Group universities

0.92

Added Value Score - a student's
final grade vs their mocks

>60%

of Art & Photography
A Level students achieve A*/A

100%

of Further Mathematics
A Level students achieve A*/A

AQA Extended Project Qualification (EPQ)

Overview

The EPQ is a Level 3 qualification offered at Claremont Sixth Form that allows students to undertake independent research on a topic of their choice. It is worth up to 28 UCAS points and is widely recognised by universities. The EPQ develops skills highly valued in higher education and employment, including research, academic writing, presentation, and project management. Students are taught these skills throughout the programme, ensuring they are fully supported in planning, researching, and completing their project.

Students select a topic that is independent of their current curriculum studies, allowing them to explore a new area of interest. They conduct independent research with guidance from a supervisor and produce either a 5,000-word dissertation or an artefact accompanied by a 1,000-word report explaining their research and process. In addition, students deliver a presentation and write a reflective evaluation of their project. This structure ensures clarity on what is expected while encouraging autonomy, organisation, and analytical thinking.

University and Career Benefits

The EPQ prepares students for higher education and future careers. High achievement can positively influence university offers, with some institutions considering the EPQ when making slightly lower entry requirements. Completing the EPQ demonstrates initiative, intellectual curiosity, and the ability to manage an extended independent project. It also provides material to strengthen personal statements and interview preparation.

Skills Developed

Through the EPQ, students develop advanced research and analytical skills, improve academic writing and referencing, and gain experience presenting their work. The project also enhances organisation, resilience, and time management, preparing students for the demands of higher education and professional environments.

Example EPQ Topics

- The impact of social media on mental health
- Renewable energy solutions for the UK
- Shakespeare in modern theatre
- Sustainable fashion design
- The ethics of artificial intelligence
- The influence of political movements on modern society
- Creating an educational podcast series
- Designing a small-scale engineering project with supporting analysis

The EPQ at Claremont Sixth Form provides a structured, academically rigorous opportunity to develop independence, research skills, and intellectual depth, equipping students effectively for higher education and beyond.

Multilingualism

At Claremont, we view a student's mother tongue as a powerful bridge to excellence, rather than an obstacle. Backed by modern cognitive science, our approach maintains that connecting with a first language accelerates the acquisition of a second. Integrating home languages into daily learning ensures absolute clarity, enhances memory through structural comparison, and reduces "language anxiety" to foster student wellbeing.

For Sixth Formers, this commitment includes the possibility of a formal recognition through A Levels in their native languages, such as Japanese, Chinese, Arabic, French, German, and Polish. These qualifications celebrate cultural identity while providing a significant competitive edge for university applications and global careers. As a partner of the Multilingual Learning Research Centre (University of Wisconsin), our strategies are refined by world-leading research.

Where next?

In 2026, securing an A Level in a mother tongue – such as Arabic, Chinese, Japanese, or Polish – serves as a powerful academic accelerant. Most leading UK institutions, including UCL and King's College London, treat these qualifications with the same weight as traditional subjects. A top grade provides up to 56 UCAS points, often proving decisive in meeting competitive university offers.

Beyond the metrics, a formal qualification in a native language is a strategic differentiator. For students targeting International Relations, Law, or Global Business, it demonstrates analytical depth and a sophisticated dual-perspective. While certain medical or engineering programs prioritise specific sciences, the majority of the Russell Group welcomes mother-tongue A Levels as evidence of rigorous critical thinking. By certifying their linguistic heritage, students do not just celebrate their identity; they prove they possess the elite communication skills essential for the modern professional world.

Developing Life Competencies

AT CLAREMONT

At Claremont School, we believe that academic success is only part of the story. Alongside strong subject knowledge, we are committed to helping every student develop the life competencies they need to thrive – in school, in work, and in the future world.

We use a model based on the Skills Builder framework, a nationally recognised approach to building essential skills in a structured and suitable way for the Sixth form. These include key competencies such as listening, speaking, problem solving, creativity, staying positive, aiming high,leadership, and teamwork. It is also important that our students develop a digital skillset and prepare themselves to thrive in a digital future.

Sixth Form students are provided with structured opportunities to reflect on and evidence their strengths, and we celebrate achievement with awards. Developing a clear understanding of their skill strengths supports students with writing evidence based UCAS personal statements.

Extra-Curriculum

In the Sixth form, the extra-curricular programme is a vital part of developing life competencies during elective time. Alongside Sport Academies, Dance, Music and Performing Arts, students can take part in activities such as Duke of Edinburgh, carrying out an Extended Project, or taking part in one of our ILOS programmes.

ILOS programmes

Students can also take part in our ILOS programmes as part of their extra-curriculum. Our ILOS (international learning opportunities) programmes allow students to develop life competencies and connect with our global network of international schools.Our ILOS programmes include;

ISP Filmmakers -
students work together to create a short film

ISP Model United Nations -
students present and debate core topics

ISP Changemakers -
students contribute to the community

ISP Model United Nations can involve an international trip to a global conference with students from our family of international schools.

ILOS Cultural Exchange

We believe in providing our students with enriching experiences that extend beyond the classroom, broadening their horizons, fostering a global perspective and a love of languages, experiencing a different culture firsthand. ISP Cultural Exchange gives a small group of students the opportunity to connect with other ISP students from across the world through amazing week-long group exchanges!

ILOS Virtual Exchange

ISP Virtual Exchange Programme enables whole classrooms to do a reciprocal virtual exchange of interactive activities with other ISP schools around the globe. While students get to know about a range of cultures and traditions, they can use and apply their interpersonal skills and use empathy to understand social and global issues. It gives students the confidence to adapt to new cultures and settings.

Boarding

Boarding at Claremont gives students the opportunity to join a close-knit international and British community within a caring and homely environment where everyone is valued and supported by an attentive and experienced staff team.

Wellbeing and Safety

Our boarding staff work hard to deliver outstanding welfare provision for each student. Peer companionship, coupled with a busy life inside and outside the classroom, and easy contact with parents, helps boarders settle in quickly. Taking advantage of everything that the boarding experience has to offer helps to stave off any feelings of homesickness too.

The house leads coordinate medical appointments, liaise with the highly qualified School Nurse, and manage and safely store medication. We have a doctor's surgery nearby and appointments can be made at no extra cost. Parents are always informed of medical issues, treatments and outcomes.

There is a very high ratio of resident staff in each house and they form strong, supportive relationships with the students. As a school Claremont takes the issues around online safety very seriously, with filtered WiFi and restrictions on the use of personal devices, especially at night.

Activities: In-house and Weekends

Boarding life is an important part of the whole educational experience. We have a busy and often student-led calendar of activities within our houses, designed to be as engaging and inclusive as possible. From Halloween arts and crafts to movie quiz nights,

Our boarding houses remain open throughout the school term and really come into their own on weekends when we offer a wide range of activities and trips according to age and boarders' preferences. The events are always staffed appropriately with written risk assessments to ensure student safety. They cater for all interests with cultural trips to London, paintballing, cycling in a nearby forest or visits to the local planetarium, amongst others.

SEND and Learning Support

At Claremont, we are committed to creating an inclusive, supportive, and enriching learning environment where every pupil can thrive. We believe that each child is an individual and should be supported to “be the best they can be.”

Our SEND and Learning Support provision ensures that students receive tailored guidance, evidence-based strategies and appropriate resources to enable them to achieve their full potential and develop as confident, independent learners, well prepared for higher education and beyond.

Our Approach

Early Identification: Prompt recognition of additional needs to ensure timely and effective support.

Quality First Teaching: Inclusive classroom practice, with lessons adapted to meet a range of learning needs while maintaining high expectations for all students.

Personalised Support Programmes: Bespoke provision which may include small group or one-to-one interventions, targeted skills development, specialist strategies and access to appropriate resources.

Student Profiles: Developed collaboratively with students, parents and staff, outlining strengths, needs and recommended strategies. These are reviewed at least three times per year.

Partnership Working: Close collaboration with parents, carers and external professionals, including Educational Psychologists, Speech and Language Therapists and other relevant specialists.

Learning Support Provision

Our dedicated Learning Support team brings a broad range of SEND expertise and specialist qualifications. Working closely with subject teachers, the team provides:

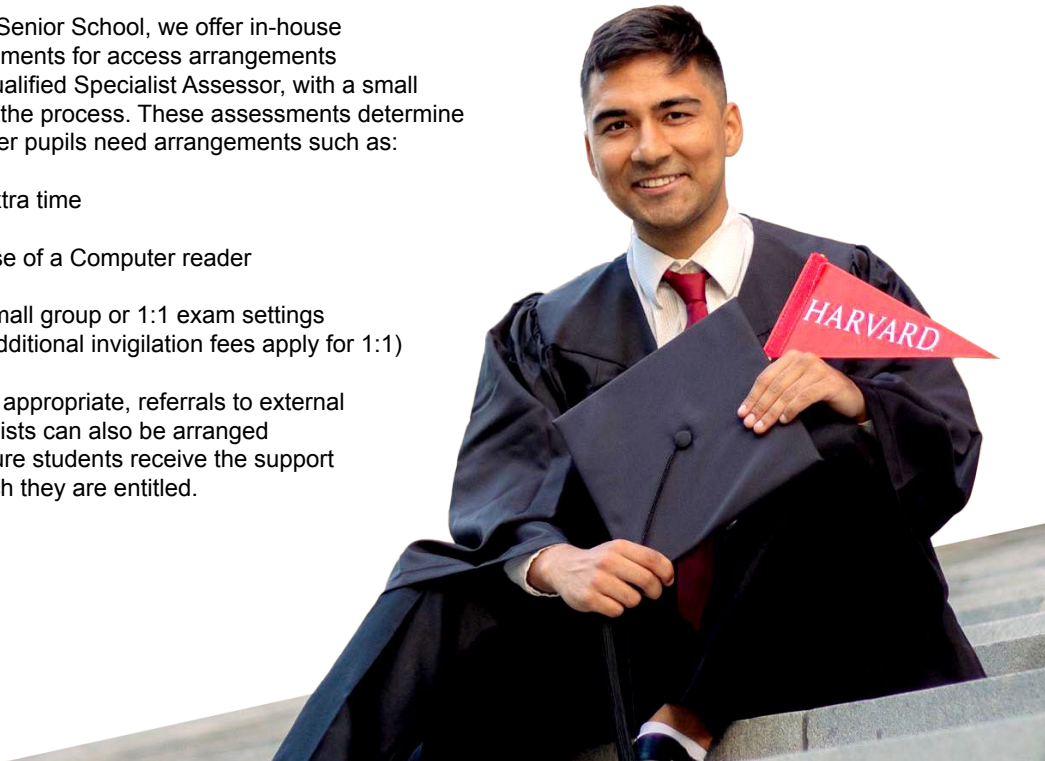
- Multi-sensory and metacognitive learning strategies to promote independence and resilience.
- Individual Support Plans with clearly defined, measurable targets that are reviewed regularly.
- Targeted interventions to support literacy, numeracy and social-emotional development.
- Ongoing monitoring of progress, including assessment and referral for additional support where appropriate.
- Access to specialist advice and assessment from Educational Psychologists, Speech and Language Therapists and other professionals, as required.

Exams Support

At the Senior School, we offer in-house assessments for access arrangements by a qualified Specialist Assessor, with a small fee for the process. These assessments determine whether pupils need arrangements such as:

- Extra time
- Use of a Computer reader
- Small group or 1:1 exam settings (additional invigilation fees apply for 1:1)

Where appropriate, referrals to external specialists can also be arranged to ensure students receive the support to which they are entitled.




SIXTH FORM

Contents

Biology

This is a course for students who want to further their interest in and enthusiasm for the subject, including developing an interest in further study and careers in Biology. Lots of the topics are familiar from GCSE but they are covered in much more detail at A- level. The course begins with the fundamental building blocks of life and ends with how this knowledge can be, and will be used in the future, in genetic engineering, cloning and biotechnology.

A level Biology helps students develop mathematical skills & practical skills such as planning experiments, using laboratory equipment safely and accurately, collecting and analysing data, and evaluating the validity of scientific methods.

EXAM BOARD: OCR A Level
ASSESSMENT: Three exams at the end of Year 13
COURSE CONTENT:

The new linear A level is split into six teaching modules and assessed with three written exams (Biological Processes, Biological Diversity & Unified Biology) at the end of two years of study. It also contains a non-exam practical assessment.

The modules covered are below:

Module 1: Development of Practical Skills in Biology
Module 2: Foundations in Biology
Module 3: Exchange and Transport.
Module 4: Biodiversity, Evolution and Disease
Module 5: Communication, Homeostasis and Energy
Module 6: Genetics, evolution and ecosystems

ALUMNI:
Maddie, Medicine, Brighton
Amba, Physiotherapy, Nottingham
Mary, Veterinary Medicine, Cambridge

WHERE NEXT?

Biology A level develops the scientific skills of analysing and evaluating information. These transferable skills are sought after by many future employers and universities. When combined with other sciences it can lead to courses in human and veterinary medicine. It will also open up further more specific fields of Biology, such as Marine Biology, Human Physiology, Genetics, Biochemistry or Ecology.

RECENT ALUMNI:

Maddie, Medicine, University of Brighton
Amba, Physiotherapy, University of Nottingham
Mary, Veterinary Medicine, University of Cambridge

OFTEN STUDIED WITH: Chemistry, Physics and Mathematics. In more recent times it is also seen as a good combination with PE, Psychology or Geography.

Business

This course is for students who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the business sector. The qualification aims to provide a coherent introduction to study of the business sector. This programme may include other BTEC Nationals or A levels to support progression to higher education courses in business areas before entering employment.

EXAM BOARD: Edexcel BTEC Level 3 Extended Certificate
ASSESSMENT: Coursework and modular exams. UCAS points equivalent to 1 A level
COURSE CONTENT:
The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education, apprenticeship or employment.

The course helps students:

- Develop a critical understanding of businesses, the environment in which they operate and analyse what makes them successful
- Acquire business acumen in the principles and purpose of marketing and data, develop a rationale; plan and develop a marketing campaign
- Analyse business and personal financial information and data, demonstrating the ability to interpret the potential impact and outcome in context
- Investigate, undertake and reflect on work experience on own personal and professional development

EXAMINATION:
Four units of which two are internally moderated and two are external.

ALUMNI:
Luc, Business and Management, Exeter
Sena, International Business, Finance and Economics, Manchester
Faisal, International Business with Modern Languages, Exeter

WHERE NEXT?

Business is a highly practical subject that can lead students to either university courses such as Business and Finance or into the workplace. Employers particularly appreciate the practical understanding the subject brings. Universities appreciate the style of learning with this type of course, which prepares students for degree level studies using independent research skills together with applying theory.

RECENT ALUMNI:

Luc, Business and Management, University of Exeter
Sena, International Business, Finance and Economics, University of Manchester
Faisal, International Business with Modern Languages, University of Exeter

OFTEN STUDIED WITH: Business can be taken with a wide range of subjects, but links very effectively with other Social Sciences (Politics and Psychology). It is also often taken with Mathematics.

Chemistry

Chemistry is about understanding what everything is made of and how we can transform one substance into something completely different. At A level, you take what you learned at GCSE and go much deeper, applying it in new and exciting contexts. You start to see how Chemistry shapes the modern world, from the materials in your phone to the medicines that save lives.

A level Chemistry is about solving problems, spotting patterns, analysing data and thinking logically. You'll develop strong research, mathematical and decision-making skills that are highly valued in many career paths.

If you enjoy challenging yourself, thinking deeply, and understanding what's happening beneath the surface of everyday life, Chemistry will stretch you in the best possible way. It's demanding — but incredibly rewarding

EXAM BOARD: OCR A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
Students are assessed in three papers. The content examined in Paper 1 and Paper 2 is split based on topic areas. Paper 3 is a synoptic assessment covering content from the whole course. Practical work is embedded and assessed throughout the course and students are awarded a Pass / Fail grade in a Practical Endorsement which confirms that they have reached the required level of skill in their practical work.

Topics studied include:

- Atoms, compounds, molecules and equations
- Amount of substance
- Acid–base and redox reactions
- Electrons, bonding and structure
- The periodic table and periodicity
- Group 2 and the halogens
- Reaction rates and equilibrium
- pH and buffers
- Enthalpy, entropy and free energy
- Redox and electrode potentials
- Transition elements
- Organic chemistry
- Polymers
- Organic synthesis
- Analytical techniques (IR and MS) chromatography and spectroscopy (NMR)

WHERE NEXT?

Chemistry is particularly important for students wishing to study Medicine, Veterinary Science, Dentistry or Biochemistry. More modern courses such as Nutrition, Environmental Chemistry or Medical Chemistry also allow students to specialise in certain fields. Chemistry is recognised for its analytical and logical method and so is highly valued by employers or by other degree courses such as Law.

RECENT ALUMNI:

Archie, Chemistry, University of Leeds
Sofia, Chemical Engineering, University of Sheffield
Maisie, Chemistry, University of Oxford

OFTEN STUDIED WITH: Chemistry fits well with Biology, Physics or Mathematics. It is also good to balance more essay driven English or Humanities A level programmes.

Computer Science

The Level 3 Alternative Academic Qualification Btec National in Computing (Extended Certificate) designed for students with an interest in the Digital sector and aiming to progress to higher education as a route to graduate level employment. Students have opportunities to develop the core knowledge, skills and understanding that underpin computer programming and to develop computational thinking and programming skills that will enable them to solve problems. Students will explore the critical components that safeguard information systems and data and will acquire knowledge and skills to comprehend and apply security and encryption principles and practices to computer networks in various situations. Students will also have the opportunity to examine the underlying principles of human-computer interaction (HCI) and develop a HCI solution to meet the requirements of a given brief. Students will draw synoptically on their programming learning and computational thinking skills to manage the development of a software solution to a problem.

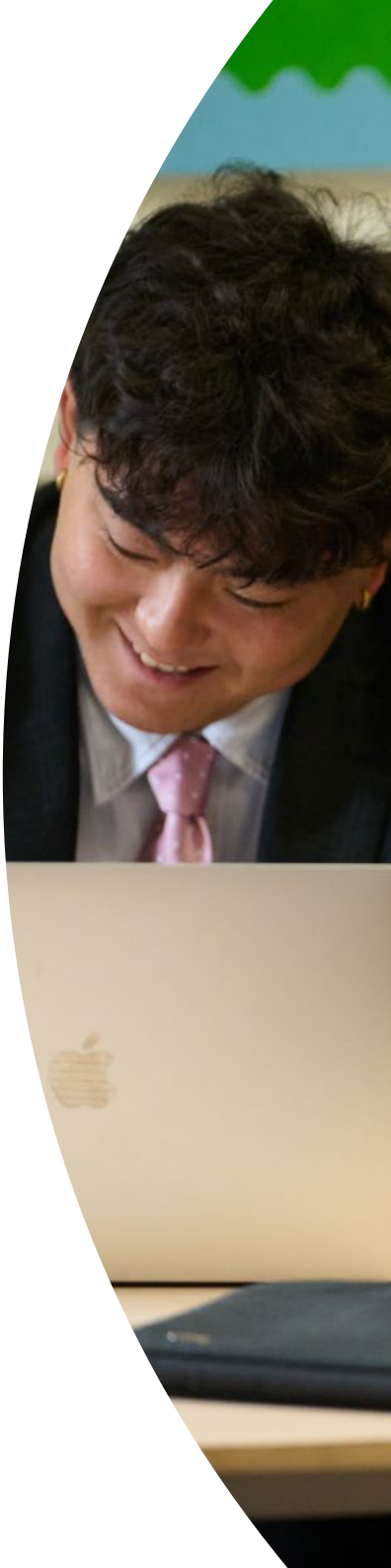
Equivalent to one A Level in size, it is suitable for students looking to develop their applied knowledge and skills in Computing as part of a study programme alongside two A Levels.

EXAM BOARD: Pearson
ASSESSMENT: 2 modular exams and 2 courseworks
COURSE CONTENT:
The course has four mandatory units covering the following topic areas:
Unit 1 Programming Fundamentals (External Exam 1, 2 hours 30 minutes) – Students will explore the core knowledge, skills and understanding that underpin computer programming. The unit will support the development of computational thinking and programming skills, as well as developing an understanding of how these skills are used to solve problems.

Unit 2 Computer Network Security and Encryption (External Exam 2, 2 hours 15 minutes) – Students will explore computer network security and encryption, the methods used to protect against threats and how to use encryption to secure data transmission and storage.

Unit 3 Human-Computer Interaction (Internal Assessed Coursework) – Students will examine the underlying principles of human-computer interaction (HCI) and develop a HCI solution to meet the requirements of a given brief.

Unit 4 Practical Programming (Internal Assessed Coursework) – Students explore the principles of computer science in connection with the concepts of software development. Students use a systematic and methodical approach to manage the development of a software solution to a problem.



WHERE NEXT?

This qualification develops students' applied knowledge of programming, software development, cybersecurity, and user interface design, together with the practical ability to design, develop, and evaluate digital solutions to real-world briefs. Students also strengthen highly transferable skills including problem solving, critical thinking, creativity, written communication, and independent learning. These competencies support progression to careers across technology, business, engineering, and the sciences, as well as entry to degree programmes such as BSc Computer Science, BSc Software Engineering, and BA Computer Games and Animation. As technology underpins all sectors, computing remains a highly relevant and in-demand qualification with strong routes to higher education and employment.

RECENT ALUMNI:

Tendo, Computer Science, University of Surrey
Silvio, Computer Science, University of Kent
Harvey, Ethical Hacking and Cybersecurity, University of Coventry

OFTEN STUDIED WITH: Mathematics, any Science – however, it can be coupled with any A level.

Dance

BTEC Level 3 National Foundation Diploma Performing Arts Practice (Dance)
The foundation diploma, equivalent in size to 1.5 A levels, is for learners looking to study performing arts as a two-year course alongside other subjects of choice. This course is purely coursework, so no end-of-year written examination. This allows for students to develop skills in year 1 to then work on their own creations and learn professional repertoire; then, in year 2, perform a larger scale performance for assessment.The structure of the qualification is in keeping with current industry and university teaching and assessment methodology. Minimising the number of assessment units allows for larger scale projects and provides a holistic learning experience which enables a diagnostic process, building development of skills and personal growth and intentions. The breadth of study provides learners with opportunities to consider their practice in the context of professional practice, with work from inception to completion.

EXAM BOARD: Pearson BTEC Foundation Diploma
ASSESSMENT: Coursework. UCAS points equivalent to 1.5 A levels
COURSE CONTENT:

EXPLORING PERFORMANCE STYLES
Learners will take part in practical sessions, workshops and short projects that explore performance styles.

Creating performance material & Performing Dance Styles
This unit looks at the art of choreography and to find ways to provide innovative material along with performing Jazz and Contemporary Dance

Performing as a dancer as part of an ensemble
This unit involves pupils to be engaged in a larger scale project from inception to performing work to an audience.

THE PERFORMING ARTS INDUSTRY
Foundations and development of the performing arts industry
Learners will take part in practical group sessions, tutorials and research in which they explore the foundations of the performing arts industry in relation to their personal interests.
Employment opportunities in the performing arts industry Learners explore the different types of employment within the performing arts industry and how they are linked.
Future developments and the contemporary industry Learners will explore the current performing arts industry landscape and potential opportunities for the future.

WHERE NEXT?

This course carries UCAS points and is recognised by higher education providers as contributing to admission requirements to many relevant courses. Learners can progress into higher education in any field they wish, due to the nature of the transferable skills. The course lends itself to courses such as BA in Dance, Performance, Education, Theatre, Film and TV and Media Studies.

RECENT ALUMNI:

Rosie, Musical Theatre, Bird College of Performing Arts
Izzy, Musical Theatre, Performers College
Bea, Musical Theatre, Int. College of Musical Theatre

OFTEN STUDIED WITH: Drama, Music, providing transferable skills such as; analytical skills, independent study, team working, project work, presentation skills, cognitive and problem solving skills, interpersonal and intrapersonal skills.

Drama

The Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre consists of two non-examination assessment components and one externally examined paper. Drama and Theatre Studies A-Level is excellent preparation for a degree in Drama or Drama School training; however, the skills developed through this course are also relevant to many different academic and professional areas. Today's fluid job market requires young people to be - adaptable, resilient, creative with their solutions, passionate but non-precious in their approach to their work and rigorous with the problems they encounter. They need to value and justify their ideas and be open to the growth that constructive criticism brings - this A-level has it all. Drama and Theatre is about all communication between all human beings. A skill we must develop, and hold onto in our young people.The written aspects of this course are robust and entirely in line with other academic A-levels, however, students should feel assured that practical exploration is vital in every step of this two year journey. It is an exciting and varied course that stretches the participants in a way that brings about deep long lasting change in confidence, understanding and creativity.

EXAM BOARD: Edexcel
ASSESSMENT: Linear
COURSE CONTENT:
Component 1: Non-examination assessment 40% of the qualification,
80 marks in total.
Students devise an original piece of Theatre using one key extract from a performance text and a theatre practitioner. The students record their journeys in a reflective portfolio, 3000 words in length. Internally marked, externally assessed.
Component 2: Text in Performance, Non-examination assessment, 20% of the qualification, 60 marks.
Two performances given from every student to a visiting examiner.
One group performance and a monologue or duologue performance.
Component 3: Theatre Makers in Practice, Written examination: 2 hours 30 minutes, 40% of the qualification,80 marks.
Section A: (20 marks) Students answer one extended response question based on a live theatre performance they have seen. Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.
Section B: (2 x 18 marks) After studying one of the prescribed performance texts (List A), students answer two extended response questions based on an unseen extract from the performance.
Section C: (24 marks) After studying one of the prescribed performance texts (List B), students will answer one extended response question from a choice of two
based on an unseen named section from their chosen performance text. Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.

WHERE NEXT?

Excellent preparation for a degree in Drama at a prestigious Drama School or University however, during the two years, students will acquire many useful interpersonal and transferable skills which are relevant to careers in Law, Business, Medicine, Teaching, Events Management, Journalism - focusing on communication and connection. In recent years, students have gone onto RADA, Mountview, Arts Ed, Bird, LMA and GSA to pursue performance careers.

RECENT ALUMNI:

Maya, Rose Bruford College
Rachel, Technical Theatre & Stage Management, RADA
Charlie, Guildford School of Acting

OFTEN STUDIED WITH: English, History, Psychology, Politics, Music, Dance, Art and Photography.

Economics

Economics deals with “microeconomics”, which looks at different markets e.g. cars or oil, and “macroeconomics” which analyses economies as a whole. Challenging in its scope and detail, Economics looks to address some of the world’s key issues: inequality, poverty, pollution, addiction, to name but a few, and how decision making should be managed to reflect the allocation of the world’s scarce resources. The qualification encourages students to ‘think as economists’ and develop the appropriate range of analytical, questioning and reasoning skills to achieve this objective. The A level rewards those with a good sense of logic, who are comfortable in coming to reasoned judgements when faced with different, practical scenarios.
Students will be taught using local, national and global contexts.

EXAM BOARD: Edexcel A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
The A level is assessed via three written, essay-style papers, each of two hours in duration. The papers are sat by students at the end of Year 13.

Students will study the following topics:

- How markets operate
- Why markets fail
- Government intervention to correct market failure
- Core macroeconomic themes: Economic growth; inflation; unemployment; trade; inequality; government finances; environmental protection
- Economic policy approaches: fiscal, monetary and supply-side policy (including the use of interest rates and taxation)
- Economic shocks: the 2008 financial crisis and Covid-19
- Trade, the balance of payments and globalisation
- Development economics
- Behavioural economics and “nudge” theory

WHERE NEXT?

An A level in Economics is highly valued by leading universities and can lead to a wide range of different courses including Finance, Business Management, Law and Economics itself. Economics is also attractive to prospective employers and students of Economics often choose careers paths in Finance, Banking, Accountancy, Law or the commercial sector.

RECENT ALUMNI:

Henry, PPE, University of Durham
Lucas, Chartered Accountancy degree apprenticeship, PWC
Kabir, Economics and Econometrics, University of Nottingham

OFTEN STUDIED WITH: Economics is a flexible subject choice because it works well as a combination, with Maths and Science, History and Geography, or other Humanities subjects.

Fine Art

The Fine Art course provides a journey of personal, creative expression where students will follow their own path of artistic adventure. It is advisable that students have already completed a Fine Art GCSE gaining a grade 6 or higher in order to begin the course with confidence and basic artistic skills. A level Fine Art students will learn to become mature, confident artists who will independently plan their own path through their A level projects. The course encourages students to use their imaginations, sensitive thought, conceptual thinking, and ability to take creative risks with their artwork. Students will be introduced to all manner of Fine Art practises; painting, mixed media, elements of photography and a range of technical skills. There are no limits in Fine Art A level and there are no wrong answers! It is important to note that there will be an additional equipment charge when opting to study Fine Art at A level. This covers all equipment use, canvases, sketch books, folders etc.

EXAM BOARD: OCR A Level
ASSESSMENT: Coursework and assessment at the end of Year 13
COURSE CONTENT:
In Year 12, Fine Art students' main focus is to refine and develop their artistic skills. Students will experiment with texture, tonal drawing, painting, and elements of mixed media all within the framework of short, technique task based lessons and a longer project on one theme such as; 'Jumble', 'Holes' and 'Contortion'.

There is no external examination within this year but students will sit an internal summer Fine Art exam.

In Year 13, Fine Art students will produce a Personal Investigation Project on a theme of their choice, which also includes a Personal Study essay. The last project they will develop is their Externally Set task where students choose a title from a selection on the OCR exam paper. All work produced in Year 13 contributes towards their A level Final Art grade. The students will display their work from the year for a visiting moderator to assess in the Summer term.

Component 1: Personal Investigation, 60%
- Portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.
- A related study: an extended response of a minimum of 1000 words

Component 2: Externally set task, 40% with a 15 hour exam to produce the final piece.
- Select one starting point from an early release question paper (February 1st) six weeks preparation time.

WHERE NEXT?

There are many opportunities to consider beyond Fine Art A-Level. These include courses such as: Art Foundation. BTEC and a range of Degree (BA Hons) courses such as: Fine Art, Textiles, Fashion Design, Sculpture, Graphic Design, Illustration, Architecture, Art History, 3D Design and Product Design. Alumni students have gone on to study Art and Design courses such as Fine Art at Edinburgh University, Graphic and Media Design at University of Arts London, and Fashion at Kingston University.

RECENT ALUMNI:

Chen, Fine Art, University of Edinburgh
Eve, Fashion Design, University of Falmouth
Sisy, Graphic and Media Design, University of the Arts

OFTEN STUDIED WITH: Media Studies, English or Photography.

Further Mathematics

Through the Further Mathematics course, students develop the ability to consider abstract concepts and the ability to reason and question logically. They will learn to adopt a curious and questioning approach and become more effective thinkers. Students will learn to self-criticise and improve their weaknesses instead of just focusing on their strengths. A pupil achieving a Grade 8 or 9 at GCSE and looking at a further career in either Engineering or other Mathematics based careers, should seriously consider studying Further Mathematics. Fifty per cent of Further Maths is core content and fifty per cent is made up of optional content. It is assessed with four written exams (Core Pure Mathematics 1 & 2, Further Mathematics Options 1 & 2) at the end of two years of study.

EXAM BOARD: Edexcel A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
Core Pure Mathematics builds on GCSE Mathematics and A level Mathematics, introducing students to many wonderful new concepts and techniques, such as complex numbers, matrices, hyperbolic functions and polar coordinates. Students will be expected to translate situations in context into mathematical models and, where appropriate, evaluate their accuracy and limitations. It is whilst studying these units that students are introduced to differential equations. Anything in the real world, such as the financial markets and waves, that involve some sort of 'rate of change' can be modelled using these.

For Further Mathematics Options 1 & 2 students study 2 of 8 possible options. Currently the School suggests that students study Further Pure 1 and Further Mechanics 1.

There are also options that cover Statistics and Decision Maths.

WHERE NEXT?

If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/Economics, etc., or perhaps Mathematics itself, you will benefit enormously from taking Further Mathematics. Further Mathematics introduces new topics such as matrices and complex numbers that are vital in many STEM degrees. Students who have studied Further Mathematics find the transition to such degrees far more straightforward.

RECENT ALUMNI:

Will, Mathematics, University of Loughborough
Chloe, Maths and Statistics, University of Manchester
Ben, Mathematics, University of Cambridge

OFTEN STUDIED WITH: Physics, Chemistry, Biology and Mathematics

French

Whether students study A level French as a stepping stone to university or to enhance their career prospects, this course will help them deepen their understanding of the French language and develop an appreciation of the literature, film and culture of the French-speaking world. It encourages students to explore aspects of French modern society, such as the evolving attitudes to marriage, the impact of music on contemporary culture, freedom of expression and the challenges of integration and multiculturalism.

The course enables students to engage critically with intellectually stimulating topics and encourages them to become autonomous, creative and resourceful critical thinkers with a cognitive flexibility that will enable them to take their place in a multinational world.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart."
NELSON MANDELA

EXAM BOARD: AQA A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:

Paper 1: Listening, Reading and Writing (50%)
Students will listen and respond to questions based on a range of contexts and sources covering different registers. They will also read a variety of texts drawn from a range of authentic sources and will be required to undertake two translation exercises.

Paper 2: Writing (20%)
Students will write a critical and analytical response to aspects of a film and a text studied during the course.

Paper 3: Speaking (30%)
Students will discuss one of the topics studied throughout the course, with the discussion based on a stimulus card. They will also do a presentation about a topic they have researched individually and engage in a discussion about this topic

WHERE NEXT?

Many universities consider the experience of learning a foreign language a vital element of a broad and balanced education. As language skills are in scarce supply and can be used in almost any job, speaking French greatly increases students' career prospects by giving them a head start on other potential employees in a multitude of businesses. Besides the obvious teaching, translating and interpreting careers, speaking French potentially opens up more opportunities in firms that operate on an international basis in Finance, Law, Sales and Marketing, Food and Drink, Transport, Tourism andLeisure, the Civil Service and in European as well as international organisations.

OFTEN STUDIED WITH: Business Studies, Mathematics, Sciences, History, Economics, and Fine Art.

Geography

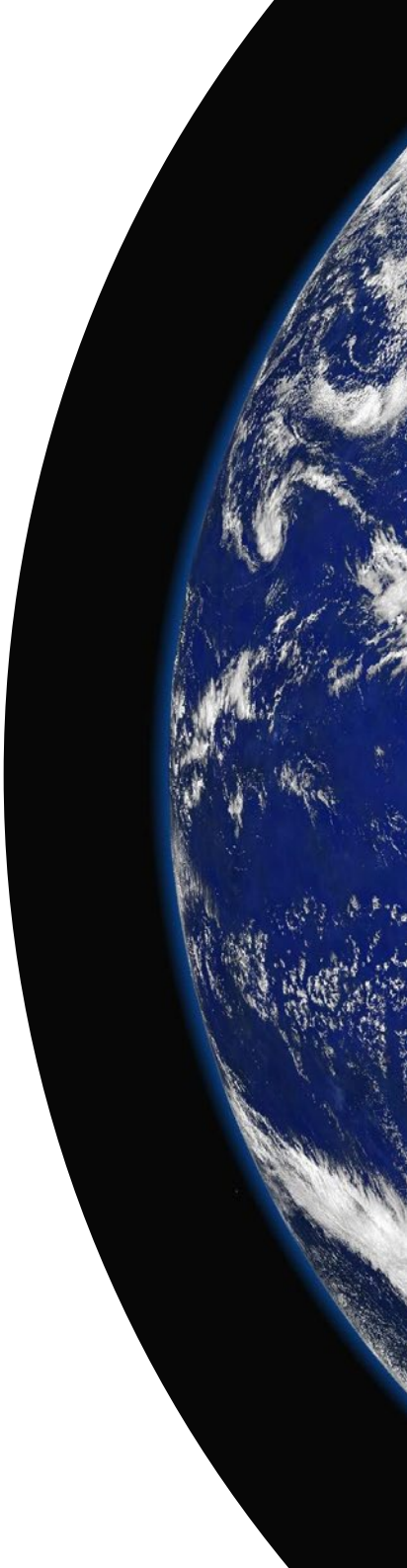
People who choose Geography will gain a deeper understanding of how the world works and how the people in it interact. Geography is a great choice of subject to study as it ties together Art and Sciences and, at a time of growing concern about climate change, shrinking energy resources and global poverty; it is one of the most relevant courses people could choose to study in our times.

If you have enjoyed Geography in the past, you will love it at A level. Level 7 or above at GCSE Geography is highly recommended as an entry requirement. To be successful in Geography, students need to 'think like geographers'. Knowing what is happening in the world today is important to gain a broad, up-to-date understanding of the subject. Students are advised to watch the news and collect articles about any Geography related topics.

EXAM BOARD: AQA A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
Component 1: Physical Geography and People and the Environment.
This component lends itself to various fieldwork opportunities and the chance to observe, measure, map and undertake statistical analysis. These opportunities will present themselves as students explore key systems at a variety of scales, each relevant to wider geography and their central importance to human populations. Students will be examined on their understanding of the coastal zone as a system, the implications presented to human populations from natural hazards, and the role of water and carbon cycles in maintaining life on Earth.

Component 2: Human Geography and Geography Fieldwork Investigation.
Focusing upon people's engagement with places, their experiences of them and the quality they ascribe to them, this component allows students to examine concepts of continuity and change in place. Students will be examined on their understanding of changing places, global systems and governance as well as population and the environment.

Students will also undertake an individual fieldwork investigation and submit a 4000 word report.



WHERE NEXT?

Geography A level equips students for a range of careers and degrees. The combination of practical and analytical skills is valued and feeds into a diverse range of career possibilities, such as Environmental Work, Development Studies, Agriculture or Land Management.

RECENT ALUMNI:

Jonjo, Geography, University of Exeter
Dan, Geography, University of Durham
Jake, quantity surveying apprenticeship, Balfour Beatty

OFTEN STUDIED WITH: History, Economics, Media, Psychology, Biology, Physics, or any Modern Foreign Language.

History

History remains one of the 'Gold Standard' A levels recognised around the world for the rigour of its demands and the intellectual training it provides for its students. Claremont pursues a broad and balanced course of study spanning several centuries, from the internal conflicts of Tudor England, through India's road to independence, to the search for the modern American Dream. Covering a range of different areas of global history, it aims to provide candidates with an understanding of different identities within society, fostering an appreciation of social, cultural, religious, and ethnic diversity. It suits any candidate who has a desire to become an effective, independent learner and a critical thinker with a curious mind, equipped to ask significant questions about the past and understand how the modern, globalised world has emerged.

EXAM BOARD: Pearson Edexcel A Level
ASSESSMENT: Exams at the end of Year 13 and one coursework assignment
COURSE CONTENT:
Paper 1: In search of the American Dream: the USA, c1917–96 (30% - Exam, 2 hours 15 minutes) This unit explores the political, economic, and social development of the United States throughout the 20th century. Students will assess their understanding of the period in breadth through a choice of essay questions, whilst also developing their ability to analyse and evaluate differing historical interpretations through a compulsory source-based evaluation.

Paper 2: India, c1914–48: the road to independence (20% - Exam, 1 hour 30 minutes) This unit focuses on the transition of India from British imperial rule to independence. Students will develop their source analysis and evaluation skills based on historical documents, and study the period in depth through a choice of focused essay questions that require substantiated historical judgements.

Paper 3: Rebellion and disorder under the Tudors, 1485–1603 (30% - Exam, 2 hours 15 minutes) Students will delve into the internal challenges, uprisings, and periods of disorder faced by the Tudor monarchs. The paper assesses source analysis and evaluation skills, alongside a choice of essays that require candidates to draw comparisons and demonstrate an understanding of the period in both depth and breadth.

NEA (Coursework): To what extent was the Holocaust a long-term plan? (20%) Students will carry out an independent historical enquiry into the origins and execution of the Holocaust. They will analyse and evaluate differing historical interpretations, before organising and communicating their findings in an extended coursework essay. This provides students with the valuable experience of arguing a case and writing an academic paper to a standard similar to university level.

WHERE NEXT?

History A level equips students with a range of skills sought by employers and universities, in particular the ability to critically evaluate complex information, build sustained written arguments and develop knowledge of our past. It leads naturally into any Humanities subject at university and lends itself particularly to a career in Law, Journalism, Marketing, Education, Business, and a wide range of management roles.

RECENT ALUMNI:

Zoe, History, University of Leeds
Tino, History of Art, University of York
Rebecca, History, University of Durham

OFTEN STUDIED WITH: Anything – but particularly with Politics, Economics, Media, Psychology, English or any Modern Foreign Language.

Mathematics

Mathematics is the most ancient and yet the most modern of all the disciplines. Mathematics is highly valued by employers in industry, information technology, commerce and the scientific community. Mathematics is often criticised as being abstract, in truth it is one of the most useful tools in developing lateral thinking and problem solving ability, definitely transferable skills. It would be hard to surpass the breadth of opportunity that lies before young people with a Mathematics qualification at A level. A level Mathematics is made up of two units, Pure and Applied, and is assessed with three written exams (Pure Mathematics 1 & 2 and Statistics & Mechanics) at the end of two years of study.

EXAM BOARD: Edexcel A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:

Pure Mathematics builds on GCSE Mathematics and Pure Mathematics builds on a student's prior knowledge of algebra and number. It extends their range of mathematical skills and techniques. By introducing differentiation, integration, logarithms and trigonometric functions. They will also create and analyse mathematical models for real-life situations. A greater emphasis is placed on using technology, allowing them to delve deeper into the subject. Students will also learn how to construct rigorous mathematical proofs.

Applied Mathematics places an emphasis on mathematical modelling by teaching them techniques to analyse data and explain the interaction of objects in the real world. As part of the Statistics module students are introduced to large data and ways in which they can manipulate, sample, interpret and present it. There is also a section on probability and statistical distributions. For the mechanics unit they are introduced to forces, kinematics and Newton's laws.

WHERE NEXT?

Mathematics is one of the most versatile subjects you can study, underpinning science, technology, finance, engineering and medicine. A Level Mathematics is required for many competitive courses (e.g. Mathematics, Engineering, Physics, Computer Science, Economics and Actuarial Science) and strongly recommended for others (e.g. Medicine, Dentistry, Chemistry, Psychology and Business), leading to careers such as engineer, actuary, data scientist, accountant, economist, software developer or architect. Simply put, it keeps the widest range of future options open.

RECENT ALUMNI:

Will, Mathematics, University of Loughborough
Meade, Mechanical engineering, University of Cardiff

OFTEN STUDIED WITH: Physics, Further Mathematics, Chemistry, Biology, Business Studies, Accounting and Music

Media Studies

This Edexcel BTEC Level 3 National Extended Certificate in Creative Digital Media Production is a two-year learner-centred practical course with written aspects to consolidate learning. It is worth the equivalent points to an A level and its aim is to provide an introduction to the study of creative media production in a vocational way.

This exciting course will allow you to develop a range of theory and production skills for the UK's dynamically changing media industry. From understanding the ways audience view a product, to the writing and creation of TV, music videos or films. This course offers you the chance to develop your creative, analytical and production skills within the creative media sector.

EXAM BOARD: Pearson BTEC Level 3 Extended Certificate
ASSESSMENT: Coursework and modular exams. UCAS points equivalent to 1 A Level
COURSE CONTENT:

The Media BTEC is assessed through assignments set and marked partly by Media teachers and partly by the exam board. Production is central to the course. Through the production units, students develop both creative and technical media skills. The work is split into four key units studied over the two years. The four key units are:

Media Representations
Students analyse and deconstruct media images and moving image representations and apply their knowledge of critical theory.

Pre-Production Portfolio
Students plan and document the arc of a professional media production from start to finish.

Responding to a Commission
Students complete a research task based on pre-release material and an assignment task completed in controlled assessment conditions.

Film Production: Fiction
Students produce and edit a short fictional film and evaluate how their film conforms to or subverts, the codes and conventions of a specified genre.

WHERE NEXT?

As a vocational course, it is an excellent introduction to the creative media industries, as well as equating to UCAS points equivalent to one A level. Many Media BTEC students further their studies in the field, studying practical-based degree courses at university in Film Production, Radio Production or Scriptwriting, or choose to pursue apprenticeship opportunities in the media.

RECENT ALUMNI:

Toby, Film Production and Broadcasting, University of Surrey

OFTEN STUDIED WITH: Photography, Government and Politics, Business Studies, Fine Art, Psychology and History.

Music

The BTEC L3 Foundation Diploma in Music, equivalent to 1.5 A-Levels, is for learners looking to study Music as a two-year course alongside other subjects of choice. This course is purely coursework, which allows for students to develop skills in each area before applying them to larger-scale assessment briefs, which include ensemble performance, composition, and research projects.

BTEC Music develops students' skills in performance, composition, production, appraising, and research. Students will learn and develop their knowledge, skills and understanding of the music industry and practical music-making in an integrated teaching approach. A creative and highly practical subject, Music is also academically rigorous; it provides a strong foundation for degrees in Music-related subjects, as well as careers within the industry and beyond.

Students should either have GCSE Music (Grade 5+), or demonstrate strong performance, composition, or music production skills.

UCAS points equivalent to 1.5 A levels.

EXAM BOARD: Pearson BTEC
ASSESSMENT: Coursework
COURSE CONTENT:
Unit A1: Performing as an ensemble
Students will develop their instrumental and ensemble performance skills through regular ensemble rehearsals. Students will develop their professional skills to plan and organise a music showcase, in which they will perform a variety of pieces.

Unit A2: Creating musical material
Students will develop DAW skills (including sequencing and effects application) and explore music theory in practice, using these skills to create and develop musical material in response to a brief.

Unit A3: Using musical styles
Students will learn about features and development of various popular music styles, applying this to the creation and development of musical material in response to a brief.

Unit C7: Planning a career in the industry
Students will learn about the development of music production and publishing, sectors and employment in the music industry, and future developments within the contemporary industry.

WHERE NEXT?

Music is excellent preparation for a degree in Music or Music Technology, however the skills developed during this course are relevant to many academic and professional areas. Alumni students have gone on to study courses such as Music at Oxford University, Music Production at Leeds and BIMM, or transitioned into industry roles such as with the Royal Marines Band Service.

RECENT ALUMNI:

Joe, Music, University of Oxford
Jack, Music and Sound Production, Arts University Bournemouth

OFTEN STUDIED WITH: Any combination of Arts, Humanities or Science subjects.

Photography

Photography at A level is a vibrant, dynamic course which allows you to explore the processes of both digital and print related techniques such as photograms and cyanotypes. It is advisable that students have already completed a creative GCSE (Fine Art, Graphic design, Photography) gaining a grade 6 or higher in order to begin the course with confidence and basic creative knowledge. Photography students will learn how to use their own digital SLR camera which will need to be purchased independently before the course starts.They will learn and understand focus, aperture, and shutter speed. They will also work creatively with the computer program Photoshop.

It is important to note that there will be an additional equipment charge when opting to study Photography at A level. This covers all printer ink, paper,darkroom chemicals, mount board, photography books, folders etc.

EXAM BOARD: OCR A Level
ASSESSMENT: Coursework and assessment at the end of Year 13
COURSE CONTENT:
In Year 12, Photography students' main focus is to refine and develop their creative and photographic skills.
Students will experiment with digital editing, dark room techniques and camera functions all within the framework of short, technique task based lessons and a longer project on one theme such as; 'Passageway', 'Carrier', 'Holes' and 'Contortion'.
There is no external examination within this year but students will sit an internal summer Photography exam.
In Year 13, Photography students will produce a Personal Investigation Project on a theme of their choice which, also includes a Personal Study essay. The last project they will develop is their Externally Set Task where students choose a title from a selection on the OCR exam paper. All the student's work produced in Year 13 contributes towards their final A level Photography grade. The students will display their work from the year for a visiting moderator to assess in the summer term.

Component 1: Personal Investigation, 60%
Portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus.
A related study: an extended response of a minimum of 1000 words

Component 2: Externally set task, 40% with a 15 hour exam to produce the final piece.
Select one starting point from an early release question paper (February 1st) six weeks preparation time.

WHERE NEXT?

There are many opportunities to consider beyond A-Level Photography; these include courses such as: Art Foundation, BTEC and a range of Degree (BA Hons) courses including Photography, Fashion Photography, Graphic Design, Illustration and Product Design. Alumni students have gone on to study Interior Design at Glasgow University, Photography at Bournemouth University, and Film and Media at Leeds University.

RECENT ALUMNI:

Lucy, Film and Media, University of Leeds
Tom, Photography, Arts University Bournemouth

OFTEN STUDIED WITH: Any subject is possible, but Media Studies and Fine Art compliment the course well.

Physics

The A level Physics course takes you into the heart of what is widely regarded as the most fundamental of all sciences. Studying Physics can see you grasping the scope of massive galaxies or probing the tiniest component particles of atoms. Physics is the study of how everything works and the basic rules of the universe and is full of challenges and opportunities.

EXAM BOARD: AQA A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
Over the two years of the course, the following topics will be studied:

- Particles and Quantum Phenomena
- Waves and Oscillations
- Electricity
- Mechanics and Energy
- Materials
- Fields
- Electromagnetism
- Capacitance
- Nuclear Physics
- Thermal Physics
- Astrophysics

Practical work is at the heart of physics, the explicit teaching of practical skills will build students' competence. A separate endorsement of practical skills will be taken alongside the A level. This will be based on direct observation of students' competency in a range of skills that are not assessable in written exams.

WHERE NEXT?

Physics doesn't restrict your options, it expands them. As well as being needed for many careers in science and engineering, the skills and knowledge that you can develop by studying Physics keeps the door open to doing just about everything else. Physics won't give you all the answers, but it will teach you how to ask the right questions.

RECENT ALUMNI:

Eddie, Physics, University of Oxford
Gerry, Mech. Engineering, University of Warwick
Archie, Physics, UCL

OFTEN STUDIED WITH: Other scientific A level courses, such as Biology, Chemistry and Mathematics. It is highly recommended that students also study Mathematics.

Politics

This course provides a relevant, topical and exciting introduction to the world of politics. Topics include an exploration of the key institutions in UK politics, the nature of political participation and an exploration of key political ideologies, such as Liberalism, Nationalism, Socialism and Conservatism.

The second part of the course is focused on an in-depth study of global political issues. In introducing students to political ideas and contexts, it provides a foundation for understanding a globalised world in the 21st century. It suits those who have an interest in current affairs and in what makes the world go round.

EXAM BOARD: Edexcel A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:

Unit 1: UK Politics & Core Political Ideas:
This unit explores political participation in the UK and assesses the health of UK democracy. It explores the work of political parties and pressure groups as they deliver and influence government. It also explores electoral systems, the rise of direct democracy, voting behaviour and the influence of the media. The second part of the course explores the core political ideologies: Liberalism, Conservatism and Socialism.

Unit 2: UK Government & Non-Core Political Ideas: This unit explores political institutions in the UK and assesses the effectiveness of Parliament, the Judiciary and the Executive in delivering democracy. The unit begins with the UK Constitution. It then analyses the changing relationships in Westminster and examines the diverse Prime Ministerial styles of recent years. The second element looks at alternative ideologies, specifically Nationalism.

Unit 3: Comparative Politics - Global Political Issues: The final unit assesses some of the key issues facing the modern world and places them in a comparative theoretical framework. There are different topics explored here including Globalisation, Global Governance, Human Rights, the Environment and the role played by regional organisations. This module will provide a fantastic introduction to the world of International Relations, including an exploration of Realist and Liberal worldviews.

WHERE NEXT?

Politics A level equips students with a range of skills sought by employers and universities. In particular, the ability to critically evaluate complex information, build sustained written arguments and develop knowledge of current affairs is developed. It leads naturally into any Humanities subject at university and lends itself particularly to a career in Law, Journalism, Education, Business, Finance, International Relations or even Politics itself.

RECENT ALUMNI:

Sam, Politics with Chinese, University of Manchester
Emma, Int. Relations, University of Birmingham
Izzy, Law, University of Sheffield

OFTEN STUDIED WITH: History, Economics, Media Studies, Psychology or any Modern Foreign Language.

Psychology

Psychology is a critical element in every aspect of human life and performance. It is the science of human mind, behaviour and experience, looking at how individuals think, why they do what they do and how their biological make up, up bringing and wider social group affects their behaviour. It is an invaluable education for life. This course aims to give learners a broad knowledge of psychology and the various issues, debates and perspectives that are currently shaping the field. As a science, it is valued by universities and employers for the systematic approach and critical analysis skills that are developed on the course.

The course is suitable for students with no previous formal knowledge of psychology, provided they are curious about human nature, enjoy essay writing and are prepared to work diligently to understand sophisticated ideas and apply complex specialist terminology with precision. A Grade 7 or above in GCSE Biology is strongly advised for success on the course.

EXAM BOARD: AQA A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
Paper 1: Introductory Topics: Social Influence; Memory; Attachment in Childhood; Psychopathology (mental illness)

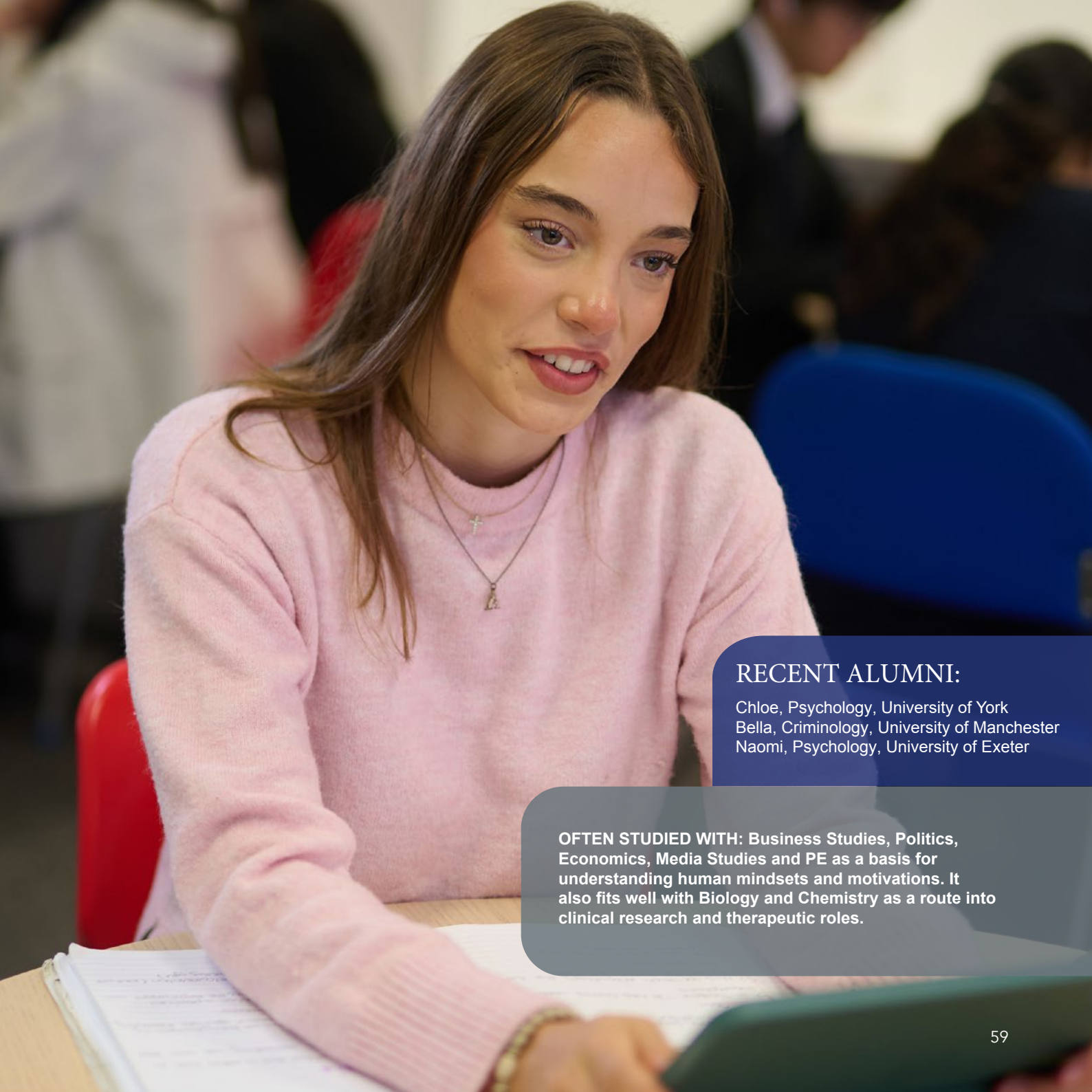
Paper 2: Psychology in Context: Contrasting approaches to explaining behaviour; Biopsychology (functions of the brain and nervous system); Research Methods in Psychology; use of Inferential Statistical Tests to determine significance in results. Note that GCSE level mathematical skills make up 10% of the marks overall.

Paper 3: Issues and Options in Psychology: Issues and Debates in Psychological Research; Schizophrenia; Forensic Psychology; Relationships.

All the units are assessed through three two hour examinations at the end of two years of study. There is no coursework component, but practical psychological experiments are carried out to enhance learning.

WHERE NEXT?

This A level course equips students with an awareness of how to apply psychological principles to any career involving human behaviour, performance and interaction. Claremont graduates regularly go on to study degrees in Psychology, Criminology, Sport & Exercise Science, Speech and Language Therapy and Business.



RECENT ALUMNI:

Chloe, Psychology, University of York
Bella, Criminology, University of Manchester
Naomi, Psychology, University of Exeter

OFTEN STUDIED WITH: Business Studies, Politics, Economics, Media Studies and PE as a basis for understanding human mindsets and motivations. It also fits well with Biology and Chemistry as a route into clinical research and therapeutic roles.

Sociology

This course is designed to encourage interest and enthusiasm for the study of society, social interactions, modern life and the issues that impact on all our lives. This course will enable you to develop insights into behaviours and beliefs central to an understanding of the modern world.Through studying Sociology, you will be equipped with a range of skills which will help you make sense of contemporary themes. Many challenging questions are asked: Should criminals be punished or rehabilitated? (Even re-offenders?) Has feminism gone too far? What factors cause social inequalities? Can social problems ever be eradicated? How is British society changing and why? Are the changes in society good or bad? How has the internet and social media, in particular, changed society? Is globalisation a force for good? All of these issues and many more, will be considered. A knowledge of, and interest in, current affairs is a must for this A level!

EXAM BOARD: OCR
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:

Unit 1: Socialisation, Culture & Identity. Written examination

- Personal & social identity
- High & low culture
- Cultural diversity
- Subcultures
- Forces in society (family, media, work, religions etc)
- Models of the family
- Issues such as influences of peers on behaviour
- Sexual ethics / Feminism / sexual identity
- Changes in the family and society

Unit 2: Social Inequalities. Written examination

- Theories of society
- Key thinkers and links to other disciplines (economics, politics, psychology, philosophy)
- Research methods
- Understanding, reading and manipulating data
- Social inequalities in the UK today
- Social groups and trends in British society, and their challenges
- Issues around age, gender, geography, ethnicity and much more…

Unit 3: Debates in Contemporary Society. Written examination

- Globalisation and its impact on society & individuals
- Impact of the internet age on society
- Crime and punishment
- Causes and effects of crime
- Rehabilitation v. Retribution

WHERE NEXT?

Many Sociology students go on to higher education and study a wide range of courses including Law, Journalism, Philosophy, Sociology, Criminology and Anthropology. Jobs in business, the legal profession, the church, education, civil service, government and diplomacy commonly follow.

RECENT ALUMNI:

Rachel, Social and Political Sciences, University of York
Matvii, Sociology with Psychology, City St George's
Ella. Law, University of Sheffield

OFTEN STUDIED WITH: Any of the other humanities subjects and also the social sciences including Psychology and Media Studies.

Spanish

Spanish A level builds on the knowledge, understanding and skills gained at GCSE. It aims to develop awareness of various aspects of the societies where Spanish is spoken, to develop a high level of communication skills, competence in the Spanish language and to extend students intellectually and develop their study skills. The content is suitable for students who wish to progress to employment or to further study, including a Modern Foreign Language degree.

Broad topic areas will be covered including modern and traditional values, cyberspace, equal rights, modern regional identity and cultural heritage, artistic culture and aspects of political life in the Hispanic world. Related subject material will be used to practise the skills of speaking, listening, reading and writing.

Students should be prepared to do further reading in Spanish and to undertake an independent research project on a subject which is of interest to them and which relates to a country or countries where Spanish is spoken.

EXAM BOARD: AQA A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:

Paper 1: Listening, Reading and Writing (50%) Students will listen and respond to questions based on a range of contexts and sources covering different registers. They will also read a variety of texts drawn from a range of authentic sources and will be required to undertake two translation exercises.

Paper 2: Writing (20%)
Students will write a critical and analytical response to aspects of a film and a text studied during the course.

Paper 3: Speaking (30%)
Students will discuss one of the topics studied throughout the course, with the discussion based on a stimulus card. They will also do a presentation about a topic they have researched individually and engage in a discussion about this topic.

WHERE NEXT?

There are approximately 400 million native Spanish speakers in the world. This makes Spanish the second most important international language. It is the official language of 21 countries and is spoken by over 15% of the US population. In the years ahead, Britain will be increasingly linked to Europe and a knowledge of European languages will be essential for industry, research and politics. Highly valued by employers, fluency in Spanish opens up a range of possible horizons in both Spain and the Americas. Spanish A level could lead straight to a language degree. Studied alongside other subjects at university, a language is something of huge value.

RECENT ALUMNI:

Luca, Modern Languages and Business, University of Leeds

OFTEN STUDIED WITH: History or Government and Politics.

Sport and Exercise Science

The Pearson BTEC Level 3 National Diploma in Sport and Exercise Science is intended to be an Applied General qualification for post-16 students who want to continue their education through applied learning, and who aim to progress to higher education. The qualification is equivalent in size to two A levels, and has been designed as a full two-year programme.

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

EXAM BOARD: AQA A Level
ASSESSMENT: Exams at the end of Year 13
COURSE CONTENT:
The qualification gives students the knowledge, understanding and skills that underpin the Sport and Exercise Science sector, to prepare students for further study or training at a higher level. The course consists of eight units spread over the two years which include exams, research based projects and report writing. All units are highlighted below:
Mandatory units:

- Sport and Exercise Physiology (Exam)
- Functional Anatomy (Exam)
- Sport Psychology (Exam)
- Field and Laboratory Based Fitness Testing
- Applied Research Methods
- Sports Coaching for Performance.

Optional units have been designed to support progression to a range of sector-related courses in higher education.
Two of the below units will need to be completed.
Optional Units:

- Specialised Fitness Training
- Sport and Exercise Research Project
- Physical Activity for Exercise
- Biomechanics in Sport and Exercise Science

WHERE NEXT?

This qualification will help develop multiple skills that lead to further study of sport-related subjects at university such as Sports and Exercise Science, Physiotherapy or Sports Coaching. However, the skills gained during this course can open many other doors in a wide range of industries that include; Business, Medicine and Teaching.

RECENT ALUMNI:

Max, Sports and Exercise Science, University of Bath
Eddie, Sports Business and Broadcasting, UCFB
Ellie, Sports and Exercise Science, University of Birmingham

OFTEN STUDIED WITH: The Sports and Exercise Science course often lends itself very nicely alongside Psychology and Biology due to the cross over of content from the units of work that are taught.

Football Academy

At the Claremont International Football Academy (CIFA), we believe that living, studying and training in the UK is an invaluable experience that a young player will never forget. The knowledge, skills and sense of team spirit will endure, and the happy memories made along the way will stay with academy scholars for the rest of their lives, whether they pursue a career inside or outside of the game of football.

Our unique approach to personalised learning and curriculum development, ensures that all of our students are presented with unrivalled opportunities and make consistent progress both on and off the pitch. The skills, confidence and experience they gain at the academy ensures they have every chance to succeed in the professional game, both in the UK and internationally.

Key Features

THE FOUR CORNERS

Our curriculum focuses on four corners of player development
Technical | Physical | Social | Psychological

A PACKED SCHEDULE FOR JUNIORS & SENIORS

Guarenteed 7-12 hours of training and matches every week

ATHLETIC PERFORMANCE PROGRAMME

A dedicated Athletic Performance coach who works 1:1 and in small groups to aid development

EXPANDING YOUR OPTIONS

Scholars have access to opportunities to explore pathways in other areas of the game (Marketing, Coaching, Physiotherapy)

EARNING YOUR STRIPES

A process that has been refined over the last decade, scholars earn their next steps through the pathway from school matches to county level and beyond


CIFA
17
CIFA
CIFA

Successful Scholars

Jack Gjone

Pre-College Development Academy (US)

Will de Wilde

Gillingham

Toby Landsdowne

Mid-America Christian University

Jaydon Fuller

Brighton & Hove Albion Scholar

Daniel Gleiber

FSV Mainz 05

Yassin El Haddoudi

DfB Futsal

Soham Varshneya

Bengaluru FC | India National Team U23s

The Admissions Process

We know that education is not about fitting students into a single mould. Every young person arrives with different strengths, interests and ambitions, and our admissions process is designed to reflect that. From the very beginning, our focus is on getting to know the individual - not just reviewing an application.

Our first step is simply to start a conversation. We usually ask families to:

- send us the student passport
- share the most recent school reports
- Visit us in person, or meet us online.

We'll show you around, introduce you to staff and students, and give you a genuine sense of daily life at Claremont. A taster day is often a great way for students to get a feel for Claremont and decide if it's the right place for them.

Building a strong team around each student is fundamental to how we work. We see the relationship between student, family and school as a partnership, where open communication and trust sit at the centre. Throughout the process, we work closely with you to understand your child's passions and goals, and to make sure the next steps they take lead towards a future that truly suits them.

Above all, we want families to feel welcomed, informed and supported from the very first conversation.

Please contact us at any time with any questions that you may have.

JENNY SEED
Head of Admissions

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Claremont

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